

Education And The Cult Of Efficiency A Study Of The Social Forces That Have Shaped The Administration Of The Public Schools

A masterful and eye-opening examination of Trump and the coercive control tactics he uses to build a fanatical devotion in his supporters written by “an authority on breaking away from cults...an argument that...bears consideration as the next election cycle heats up” (Kirkus Reviews). Since the 2016 election, Donald Trump’s behavior has become both more disturbing and yet increasingly familiar. He relies on phrases like, “fake news,” “build the wall,” and continues to spread the divisive mentality of us-vs.-them. He lies constantly, has no conscience, never admits when he is wrong, and projects all of his shortcomings on to others. He has become more authoritarian, more outrageous, and yet many of his followers remain blindly devoted. Scott Adams, the creator of Dilbert and a major Trump supporter, calls him one of the most persuasive people living. His need to squash alternate information and his insistence of constant ego stroking are all characteristics of other famous leaders—cult leaders. In *The Cult of Trump*, mind control and licensed mental health expert Steven Hassan draws parallels between our current president and people like Jim Jones, David Koresh, Ron Hubbard, and Sun Myung Moon, arguing that this presidency is in many ways like a destructive cult. He specifically details the ways in which people are influenced through an array of social psychology methods and how they become fiercely loyal and obedient. Hassan was a former “Moonie” himself, and he presents a “thoughtful and well-researched analysis of some of the most puzzling aspects of the current presidency, including the remarkable passivity of fellow Republicans [and] the gross pandering of many members of the press” (Thomas G. Gutheil, MD and professor of psychiatry, Harvard Medical School). *The Cult of Trump* is an accessible and in-depth analysis of the president, showing that under the right circumstances, even sane, rational, well-adjusted people can be persuaded to believe the most outrageous ideas. “This book is a must for anyone who wants to understand the current political climate” (Judith Stevens-Long, PhD and author of *Living Well, Dying Well*). “An invaluable collection for anyone researching or teaching cult cinema ... *The Cult Film Reader* is an authoritative text that should be of value to any student or researcher interested in challenging and transgressive cinema that pushes the boundaries of conventional cinema and film studies.” *Science Fiction Film and Television* “A really impressive and comprehensive collection of the key writings in the field. The editors have done a terrific job in drawing together the various traditions and providing a clear sense of this rich and rewarding scholarly terrain. This collection is as wild and diverse as the films that it covers. Fascinating.” Mark Jancovich, Professor of Film and Television Studies, University of East Anglia, UK “It’s about time the lunatic fans and loyal theorists of cult movies were treated to a book they can call their own. The effort and knowledge contained in *The Cult Film Reader* will satisfy even the most ravenous zombie’s desire for detail and insight. This book will gnaw, scratch and infect you just like the cult films themselves.” Brett Sullivan, Director of *Ginger Snaps Unleashed* and *The Chair* “*The Cult Film Reader* is a great film text book and a fun read.” John Landis, Director of *The Blues Brothers*, *An American Werewolf in London* and *Michael Jackson’s Thriller* “Excellent overview of the subject, and a comprehensive collection of significant scholarship in the field of cult film. Very impressive and long overdue.” Steven Rawle, York St John University, UK Whether defined by horror, kung-fu, sci-fi, sexploitation, kitsch musical or ‘weird world cinema’, cult movies and their global followings are emerging as a distinct subject of film and media theory, dedicated to dissecting the world’s unruliest images. This book is the world’s first reader on cult film. It brings together key works in the field on the structure, form, status, and reception of cult cinema traditions. Including work from key established scholars in the field such as Umberto Eco, Janet Staiger, Jeffrey Sconce, Henry Jenkins, and Barry Keith Grant, as well as new perspectives on the gradually developing canon of cult cinema, the book not only presents an overview of ways in which cult cinema can be approached, it also re-assesses the methods used to study the cult text and its audiences. With editors’ introductions to the volume and to each section, the book is divided into four clear thematic areas of study – The Conceptions of Cult; Cult Case Studies; National and International Cults; and Cult Consumption – to provide an accessible overview of the topic. It also contains an extensive bibliography for further related readings. Written in a lively and accessible style, *The Cult Film Reader* dissects some of biggest trends, icons, auteurs and periods of global cult film production. Films discussed include *Casablanca*, *The Rocky Horror Picture Show*, *Eraserhead*, *The Texas Chainsaw Massacre*, *Showgirls* and *Ginger Snaps*. Essays by: Jinsoo An; Jane Arthurs; Bruce Austin; Martin Barker; Walter Benjamin; Harry Benshoff; Pierre Bourdieu; Noel Carroll; Steve Chibnall; Umberto Eco; Nezih Erdogan; Welch Everman; John Fiske; Barry Keith Grant ; Joan Hawkins; Gary Hentzi; Matt Hills; Ramaswami Harindranath; J.Hoberman; Leon Hunt; I.Q. Hunter; Mark Jancovich; Henry Jenkins; Anne Jerslev; Siegfried Kracauer; Gina Marchetti; Tom Mes; Gary Needham; Sheila J. Nayar; Annalee Newitz; Lawrence O’Toole; Harry Allan Potamkin; Jonathan Rosenbaum; Andrew Ross; David Sanjek; Eric Schaefer; Steven Jay Schneider; Jeffrey Sconce; Janet Staiger; J.P. Telotte; Parker Tyler; Jean Vigo; Harmony Wu

Dr Jennifer Welsh received her M.A. in Medieval Studies from Cornell University in 2000, and her M.A. and PhD in History from Duke University in 2004 and 2009. Her dissertation dealt with the cult of St. Anne in late medieval and early modern Europe. After four years as a Visiting Assistant Professor at the College of Charleston in Charleston, SC, she started working as an Assistant Professor in the Department of History at Lindenwood-University Belleville in Belleville, IL in August of 2014. This is her first book.

Why did so many intelligent people—from venture capitalists to Wall Street elite—fall for the hype? And how did WeWork go so wrong? In little more than a decade, Neumann transformed himself from a struggling baby clothes salesman into the charismatic, hard-partying CEO of a company worth \$47 billion—on paper. With his long hair and feel-good mantras, the six-foot-five Israeli transplant looked the part of a messianic truth teller. Investors swooned, and billions poured in. Neumann dined with the CEOs of JPMorgan and Goldman Sachs, entertaining a parade of power brokers desperate to get a slice of what he was selling: the country’s most valuable startup, a once-in-a-lifetime opportunity and a generation-defining moment. Soon, however, WeWork was burning through cash faster than Neumann could bring it in. From his private jet, sometimes clouded with marijuana smoke, he scoured the globe for more capital. Then, as WeWork readied a Hail Mary IPO, it all fell apart. .

A collection of essays written by arts and humanities scholars across disciplines, this book argues that higher education has been compromised by its uncritical acceptance of our culture’s standards of productivity, busyness, and speed. Inspired by the Slow Movement, contributors explain how and why university culture has come to value productivity over contemplation and rapidity over slowness. Chapter authors argue that the arts and humanities offer a cogent critique of fast culture in higher education, and reframe the discussion of the value of their fields by emphasizing the dialectic between speed and slowness.

Mind-opening writing on what kids need from school, from one of education’s most outspoken voices Almost no writer on schools asks us to question our fundamental assumptions about education and motivation as boldly as Alfie Kohn. The Washington Post says that “teachers and parents who encounter Kohn and his thoughts come away transfixed, ready to change their schools.” And Time magazine has called him “perhaps the country’s most outspoken critic of education’s fixation on grades [and] test scores.” Here is challenging and entertaining writing on where we should go in American education, in Alfie Kohn’s unmistakable voice. He argues in the title essay with those who think that high standards mean joylessness in the classroom. He reflects thoughtfully on the question “Why Self-Discipline Is Overrated.” And in an essay for the New York Times, which generated enormous response, he warns against the dangers of both punishing and praising children for what they do instead of parenting “unconditionally.” Whether he’s talking about school policy or the psychology of motivation, Kohn gives us wonderfully provocative—and utterly serious—food for thought. This new book will be greeted with enthusiasm by his many readers, and by teachers and parents seeking a refreshing perspective on today’s debates about kids and schools.

Access PDF Education And The Cult Of Efficiency A Study Of The Social Forces That Have Shaped The Administration Of The Public Schools

In this 2nd edition of *Focus: Elevating the Essentials to Radically Improve Student Learning*, Mike Schmoker extends and updates the case that our schools could be on the cusp of swift, unparalleled improvements. But we are stymied by a systemwide failure to simplify and prioritize; we have yet to focus our limited time and energy on the most essential, widely acknowledged, evidence-based practices that could have more impact than all other initiatives combined. They are: simple, coherent curricula; straightforward, traditional literacy practices; and lessons built around just a few hugely effective elements of good teaching. As Schmoker demonstrates, the case for these practices—and the need for them—has grown prodigiously. In every chapter, you'll find late-breaking discoveries and practical advice on how to simplify the implementation of new state standards in the subject areas; on the hidden pitfalls of our most popular, but unproven instructional fads and programs; and on simple, versatile strategies for building curriculum, planning lessons, and integrating literacy into every discipline. All of these strategies and findings are supported with exciting new evidence from actual schools. Their success confirms, as Michael Fullan writes, that a focus on the best "high-leverage practices" won't only improve student performance; they will produce "stunningly powerful consequences" in our schools.

Want to solve your biggest problems tomorrow? You have problems, but you don't have time for a 5-year plan. You're tired of philosophy, research and piles of data. You want practical solutions that you can implement immediately. You don't need a committee or another meeting. You need Hackers-experienced educators who understand your school's problems and see quick fixes that may be so simple that they've been overlooked. *Hacking Education* is the book that every teacher, principal, parent, and education stakeholder has been waiting for--the one that actually solves problems. Read it today-fix it tomorrow! In *Hacking Education*, Mark Barnes and Jennifer Gonzalez employ decades of teaching experience and hundreds of discussions with education thought leaders, to show you how to find and hone the quick fixes that every school and classroom need. Using a Hacker's mentality, they provide one Aha moment after another with 10 Quick Fixes for Every School--solutions to everyday problems that any teacher or administrator can implement immediately. Imagine being able to walk into school tomorrow and eliminate: Hours of wasted meeting time Classroom management issues Interruptions in planning time The need for more books Negative attitudes Technology issues If you want to improve teaching and learning at your school now, learn how to develop a Hacker's mentality. Discover How to Solve Problems with Pineapple Charts The 360 Spreadsheet Glass Classrooms Track Records Marigold Committees The TQZ More Impactful Hacks Not Your Average Education Book *Hacking Education* won't weigh you down with outdated research or complicated strategies. Barnes and Gonzalez provide brilliant ideas woven into a user-friendly success guide that you'll want to keep nearby throughout the school year. Each chapter is neatly wrapped in this simple formula: The Problem The Hack (a ridiculously easy solution that you've likely never considered) What You Can Do Tomorrow (no waiting necessary) Blueprint for Full Implementation (a step-by-step action plan for capacity building) The Hack in Action (yes, someone has actually done this) Are you ready to fix your school and your classroom? Get *Hacking Education* now, and solve your biggest problems tomorrow.

From one of the foremost authorities on education in the United States, former U.S. assistant secretary of education, "whistle-blower extraordinaire" (*The Wall Street Journal*), author of the best-selling *The Death and Life of the Great American School System* ("Important and riveting"—*Library Journal*), *The Language Police* ("Impassioned . . . Fiercely argued . . . Every bit as alarming as it is illuminating"—*The New York Times*), and other notable books on education history and policy—an incisive, comprehensive look at today's American school system that argues against those who claim it is broken and beyond repair; an impassioned but reasoned call to stop the privatization movement that is draining students and funding from our public schools. ?In *Reign of Error*, Diane Ravitch argues that the crisis in American education is not a crisis of academic achievement but a concerted effort to destroy public schools in this country. She makes clear that, contrary to the claims being made, public school test scores and graduation rates are the highest they've ever been, and dropout rates are at their lowest point. ?She argues that federal programs such as George W. Bush's No Child Left Behind and Barack Obama's Race to the Top set unreasonable targets for American students, punish schools, and result in teachers being fired if their students underperform, unfairly branding those educators as failures. She warns that major foundations, individual billionaires, and Wall Street hedge fund managers are encouraging the privatization of public education, some for idealistic reasons, others for profit. Many who work with equity funds are eyeing public education as an emerging market for investors. ?*Reign of Error* begins where *The Death and Life of the Great American School System* left off, providing a deeper argument against privatization and for public education, and in a chapter-by-chapter breakdown, putting forth a plan for what can be done to preserve and improve it. She makes clear what is right about U.S. education, how policy makers are failing to address the root causes of educational failure, and how we can fix it. ?For Ravitch, public school education is about knowledge, about learning, about developing character, and about creating citizens for our society. It's about helping to inspire independent thinkers, not just honing job skills or preparing people for college. Public school education is essential to our democracy, and its aim, since the founding of this country, has been to educate citizens who will help carry democracy into the future.

In *Cultivating Genius*, Dr. Gholdy E. Muhammad presents a four-layered equity framework--one that is grounded in history and restores excellence in literacy education. This framework, which she names, *Historically Responsive Literacy*, was derived from the study of literacy development within 19th-century Black literacy societies. The framework is essential and universal for all students, especially youth of color, who traditionally have been marginalized in learning standards, school policies, and classroom practices. The equity framework will help educators teach and lead toward the following learning goals or pursuits: Identity Development--Helping youth to make sense of themselves and others Skill Development-- Developing proficiencies across the academic disciplines Intellectual Development--Gaining knowledge and becoming smarter Criticality--Learning and developing the ability to read texts (including print and social contexts) to understand power, equity, and anti-oppression When these four learning pursuits are taught together--through the *Historically Responsive Literacy Framework*, all students receive profound opportunities for personal, intellectual, and academic success. Muhammad provides probing, self-reflective questions for teachers, leaders, and teacher educators

as well as sample culturally and historically responsive sample plans and text sets across grades and content areas. In this book, Muhammad presents practical approaches to cultivate the genius in students and within teachers.

First published in 2006. Routledge is an imprint of Taylor & Francis, an informa company.

This book explores literature in its role as a sacred text within the confines of 19th-century French primary and secondary education, helping the school to take over the role of spiritual authority from the Catholic Church.

Leftist firebrand Fredrik deBoer exposes the lie at the heart of our educational system and demands top-to-bottom reform. Everyone agrees that education is the key to creating a more just and equal world, and that our schools are broken and failing. Proposed reforms variously target incompetent teachers, corrupt union practices, or outdated curricula, but no one acknowledges a scientifically-proven fact that we all understand intuitively: academic potential varies between individuals, and cannot be dramatically improved. In *The Cult of Smart*, educator and outspoken leftist Fredrik deBoer exposes this omission as the central flaw of our entire society, which has created and perpetuated an unjust class structure based on intellectual ability. Since cognitive talent varies from person to person, our education system can never create equal opportunity for all. Instead, it teaches our children that hierarchy and competition are natural, and that human value should be based on intelligence. These ideas are counter to everything that the left believes, but until they acknowledge the existence of individual cognitive differences, progressives remain complicit in keeping the status quo in place. This passionate, voice-driven manifesto demands that we embrace a new goal for education: equality of outcomes. We must create a world that has a place for everyone, not just the academically talented. But we'll never achieve this dream until the Cult of Smart is destroyed.

In 2004, Kentaro Toyama, an award-winning computer scientist, moved to India to start a new research group for Microsoft. Its mission: to explore novel technological solutions to the world's persistent social problems. Together with his team, he invented electronic devices for under-resourced urban schools and developed digital platforms for remote agrarian communities. But after a decade of designing technologies for humanitarian causes, Toyama concluded that no technology, however dazzling, could cause social change on its own. Technologists and policy-makers love to boast about modern innovation, and in their excitement, they exuberantly tout technology's boon to society. But what have our gadgets actually accomplished? Over the last four decades, America saw an explosion of new technologies – from the Internet to the iPhone, from Google to Facebook – but in that same period, the rate of poverty stagnated at a stubborn 13%, only to rise in the recent recession. So, a golden age of innovation in the world's most advanced country did nothing for our most prominent social ill. Toyama's warning resounds: Don't believe the hype! Technology is never the main driver of social progress. *Geek Heresy* inoculates us against the glib rhetoric of tech utopians by revealing that technology is only an amplifier of human conditions. By telling the moving stories of extraordinary people like Patrick Awuah, a Microsoft millionaire who left his lucrative engineering job to open Ghana's first liberal arts university, and Tara Sreenivasa, a graduate of a remarkable South Indian school that takes children from dollar-a-day families into the high-tech offices of Goldman Sachs and Mercedes-Benz, Toyama shows that even in a world steeped in technology, social challenges are best met with deeply social solutions.

A bold, brain-based teaching approach to culturally responsive instruction To close the achievement gap, diverse classrooms need a proven framework for optimizing student engagement. Culturally responsive instruction has shown promise, but many teachers have struggled with its implementation—until now. In this book, Zaretta Hammond draws on cutting-edge neuroscience research to offer an innovative approach for designing and implementing brain-compatible culturally responsive instruction. The book includes: Information on how one's culture programs the brain to process data and affects learning relationships Ten "key moves" to build students' learner operating systems and prepare them to become independent learners Prompts for action and valuable self-reflection

Drawing upon principles of stress management, cognitive behavioral therapy, spiritual truths, and personal experiences, "Awakened" helps teachers develop thought habits that produce an unshakable sense of contentment, motivation, and purpose.

Analyzes scandals in high-profile institutions, from Wall Street and the Catholic Church to corporate America and Major League Baseball, while evaluating how an elite American meritocracy rose throughout the past half-century before succumbing to unprecedented levels of corruption and failure. 75,000 first printing.

On 29 December, 1170, Thomas Becket, Archbishop of Canterbury, was brutally murdered in his own cathedral. News of the event was rapidly disseminated throughout Europe, generating a widespread cult which endured until the reign of Henry VIII in the sixteenth century, and engendering a fascination which has lasted until the present day. *The Cult of Thomas Becket: History and Historiography through Eight Centuries* contributes to the lengthy debate surrounding the saint by providing a historiographical analysis of the major themes in Becket scholarship, tracing the development of Becket studies from the writings of the twelfth-century biographers to those of scholars of the twenty-first century. The book offers a thorough commentary and analysis which demonstrates how the Canterbury martyr was viewed by writers of previous generations as well as our own, showing how they were influenced by the intellectual trends and political concerns of their eras, and indicating how perceptions of Thomas Becket have changed over time. In addition, several chapters are devoted a discussion of artworks in various media devoted to the saint, as well as liturgies and sermons composed in his honor. Combining a wide historical scope with detailed textual analysis, this book will be of great interest to scholars of medieval religious history, art history, liturgy, sanctity and hagiography. Originally published: New York: Free Press, 1995.

Education and the Cult of Efficiency University of Chicago Press

In this updated edition, Cathy Vatterott examines the role homework has played in the culture of schooling over the years; how such factors as family life, the media, and "homework gap" issues based on shifting demographics have affected the homework controversy; and what recent research as well as common sense tell us about the effects of homework on student learning. She also explores how the current homework debate has been reshaped by forces including the Common Core, a pervasive media and technology presence, the mass hysteria of "achievement culture," and the increasing shift to standards-based and formative assessment. The best way to address the homework controversy is not to eliminate homework. Instead, the author urges educators to replace the old paradigm (characterized by long-standing cultural beliefs, moralistic views, and behaviorist philosophy) with a new paradigm based on the following elements: Designing high-quality homework tasks; Differentiating homework tasks; Deemphasizing grading of homework; Improving homework completion; and Implementing homework support programs. Numerous examples from teachers and schools illustrate the new paradigm in action, and readers will find useful new tools to start them on their own journey. The end product is homework that works—for all students, at all levels.

The legitimacy of the North Korean state is based solely on the leaders' personal legitimacy, and is maintained by the indoctrination of people with leader symbols and the enactment of leadership cults in daily life. It can thus be dubbed a "leader state". The frequency of leader symbols and the richness and scale of leader-symbol-making in North Korea are simply unrivalled. Furthermore, the personality cults of North Korean leaders are central to people's daily activity, critically affecting their minds and emotions. Both leader symbols and cult activities are profoundly entrenched in the institutions and daily life, and if separated and cancelled, the North Korean state would be transformed. This book analyses North Korea as a "leader state", focusing on two elements, leader symbols and cult activities. It argues that these elements have been, and continue to be, the backbone of North Korea, shaping North Korean culture. To reveal the "leader state" character, the book specifically examines North Korea's leadership cults, its use of leader symbols in these cults, and the nature of the symbolism involved. How has the North Korean state developed the cult of the Kim II Sung family? How does the state use leader symbols to perpetuate this cult? How has the state developed myths and rituals that sustain the cult in daily life? What leader images has state propaganda manufactured? How does the state's manipulation of leader symbols affect the symbolism that is assigned to the leader's actions? In answering these questions, this book sheds new light on the strength and resilience of the North Korean state, and shows how it has been able to survive even the most difficult economic period of the mid-1990s. *Leader Symbols and Personality Cult in North Korea* will be essential reading for students and scholars of North Korea, Korean politics, Asian politics, political sociology and visual politics.

#1 NEW YORK TIMES, WALL STREET JOURNAL, AND BOSTON GLOBE BESTSELLER • One of the most acclaimed books of our time: an unforgettable memoir about a young woman who, kept out of school, leaves her survivalist family and goes on to earn a PhD from Cambridge University "Extraordinary . . . an act of courage and self-invention."—The New York Times NAMED ONE OF THE TEN BEST BOOKS OF THE YEAR BY THE NEW YORK TIMES BOOK REVIEW • ONE OF PRESIDENT BARACK OBAMA'S FAVORITE BOOKS OF THE YEAR • BILL GATES'S HOLIDAY READING LIST • FINALIST: National Book Critics Circle's Award In Autobiography and John Leonard Prize For Best First Book • PEN/Jean Stein Book Award • Los Angeles Times Book Prize Born to survivalists in the mountains of Idaho, Tara Westover was seventeen the first time she set foot in a classroom. Her family was so isolated from mainstream society that there was no one to ensure the children received an education, and no one to intervene when one of Tara's older brothers became violent. When another brother got himself into college, Tara decided to try a new kind of life. Her quest for knowledge transformed her, taking her over oceans and across continents, to Harvard and to Cambridge University. Only then would she wonder if she'd traveled too far, if there was still a way home. "Beautiful and propulsive . . . Despite the singularity of [Westover's] childhood, the questions her book poses are universal: How much of ourselves should we give to those we love? And how much must we betray them to grow up?"—Vogue NAMED ONE OF THE BEST BOOKS OF THE YEAR BY The Washington Post • O: The Oprah Magazine • Time • NPR • Good Morning America • San Francisco Chronicle • The Guardian • The Economist • Financial Times • Newsday • New York Post • theSkimm • Refinery29 • Bloomberg • Self • Real Simple • Town & Country • Bustle • Paste • Publishers Weekly • Library Journal • LibraryReads • Book Riot • Pamela Paul, KQED • New York Public Library

Radically reimagine our ways of being, learning, and doing Education can be transformed if we eradicate our fixation on big data like standardized test scores as the supreme measure of equity and learning. Instead of the focus being on "fixing" and "filling" academic gaps, we must envision and rebuild the system from the student up—with classrooms, schools and systems built around students' brilliance, cultural wealth, and intellectual potential. Street data reminds us that what is measurable is not the same as what is valuable and that data can be humanizing, liberatory and healing. By breaking down street data fundamentals: what it is, how to gather it, and how it can complement other forms of data to guide a school or district's equity journey, Safir and Dugan offer an actionable framework for school transformation. Written for educators and policymakers, this book · Offers fresh ideas and innovative tools to apply immediately · Provides an asset-based model to help educators look for what's right in our students and communities instead of seeking what's wrong · Explores a different application of data, from its capacity to help us diagnose root causes of inequity, to its potential to transform learning, and its power to reshape adult culture Now is the time to take an antiracist stance, interrogate our assumptions about knowledge, measurement, and what really matters when it comes to educating young people.

"This thought-provoking discourse on the unquestioned pursuit of efficiency reveals how the discussion of efficiency in the delivery of public goods, such as education and health care, has risen to prominence in postindustrial society. Stein's provocative argument, reminiscent of the thinking of Lewis Mumford, demonstrates that efficiency can too often be a cloak for political agendas, and that pressure for efficiency can actually be a detrimental rather than a positive force. Citizens in public schools, community clinics, and hospitals are shown engaging directly with such agendas, redrawing the face of the state as they impose new ways of delivering public goods. Stein demonstrates how they are calling not only for efficiency but for accountability and choice as they confront the dilemmas of democratic processes in a global age."

TESOL and the Cult of Speed in the Age of Neoliberal Mobility argues that because the nexus between TESOL and the cult of speed in an age of increased neoliberal mobility has not yet been explicitly unpacked, discussed, identified and theorized, the implications of this socio-economic phenomenon for TESOL policies, curricula, pedagogies and practices have been overlooked. Through the presentation of several qualitative case studies, the book illustrates the social dynamics of speed and its key aspects (i.e., the materiality and the politics of time) in different TESOL contexts, including Saudi Arabia, the USA and Canada. The aim in presenting these diverse case studies was to craft a collection of responses, which, when put together, could offer new insights into the TESOL academic community. The book examines

the ways in which the cult of speed has been envisioned, celebrated, negotiated with, enacted and justified by the various actors within the contemporary field of TESOL. It also investigates the new language teaching practices and forms the cult of speed in TESOL has generated and is generating. TESOL and the Cult of Speed in the Age of Neoliberal Mobility will be of interest to TESOL/applied linguistics educators, students, policy makers, administrators, employers and the wider community, and it is hoped will give them ideas about how to deal with today's culture of fast movement in the globalized higher education landscape.

In this book, Bergeron demonstrates the negative emotional and pedagogical repercussions that result from American educators' embrace of self-esteem and the dogma surrounding its acceptance. Critically interpreting the meaning of self-esteem in education, he challenges "common sense" assumptions surrounding this notion and questions the historical, political, philosophical, and pedagogical forces that have shaped this psychological construct in education. Interrogating the pedagogical practices linked to student empowerment, self-determination, and social agency in the classroom, Bergeron discusses the ways in which the promise of self-esteem has backfired, particularly for marginalized and impoverished students.

Award-winning psychology writer Annie Paul delivers a scathing exposé on the history and effects of personality tests. Millions of people worldwide take personality tests each year to direct their education, to decide on a career, to determine if they'll be hired, to join the armed forces, and to settle legal disputes. Yet, according to award-winning psychology writer Annie Murphy Paul, the sheer number of tests administered obscures a simple fact: they don't work. Most personality tests are seriously flawed, and sometimes unequivocally wrong. They fail the field's own standards of validity and reliability. They ask intrusive questions. They produce descriptions of people that are nothing like human beings as they actually are: complicated, contradictory, changeable across time and place. *The Cult Of Personality Testing* documents, for the first time, the disturbing consequences of these tests. Children are being labeled in limiting ways. Businesses and the government are wasting hundreds of millions of dollars every year, only to make ill-informed decisions about hiring and firing. Job seekers are having their privacy invaded and their rights trampled, and our judicial system is being undermined by faulty evidence. Paul's eye-opening chronicle reveals the fascinating history behind a lucrative and largely unregulated business. Captivating, insightful, and sometimes shocking, *The Cult Of Personality Testing* offers an exhilarating trip into the human mind and heart.

Turkmenistan is a country which is almost sealed off from the rest of the world but it has attracted foreign attention due to the eccentricities of its late president Saparmurat Niyazov Türkmenbaýy, whose ideological construction and dynamics of power have remained in place after his death. This book offers a thorough analysis of why this personality cult developed in Turkmenistan in a way that has not been seen in other newly developed Central Asian countries. In assessing the Türkmenbaýy phenomenon, this book explains the causes and origins of the personality cult by drawing a comparison with Qadhdhafi's Libya. The author understands the Niyazov cult not as a discrete phenomenon but as a system deriving from specific historical functions and functioning in a determined social and historical context. Using accounts of the Türkmenbaýy and Qadhdhafi cults and the speeches and books written by these personalities, this book focuses on the institutional side of the personality cult. A fascinating analysis of the political situation in Turkmenistan under Saparmurat Niyazov, this book will be of interest to scholars of Political Science, Comparative Politics and, in particular, Central Asian Studies.

A middle aged Hare Krishna retiree struggles with his own artistic bipolar personality while teaching English in an unsympathetic New Orleans public school. He must deal with disrespectful hyperactive students who go unchecked by administrators while he endeavors to teach the sincere and gifted students who appreciate him. *The Cult Teacher* presents the story of a dedicated teacher battling depression who finds teaching in New Orleans to be both challenging and rewarding. Abraham and Theresa are a couple in New Orleans. As the story begins, they are driving through the city in search of the "School Board of Orleans Parish". While they have not been together very long, they fell in love "at first sight." Theresa loves Abraham's "poetry, which he could spin with the swift consistency of a caterpillar weaving its cocoon of tenuous yet uninterrupted silk." Abraham and Theresa arrive at their destination and Abraham lands a job as a substitute teacher at John McDonough Senior High School. After his interview, Abraham takes Theresa to a restaurant in the city and the two talk about Abraham's interesting past. He tells her all about being imprisoned for being a follower of Hare Krishna. He talks about the torture he endured as a prisoner and Theresa asks him to try to forgive those who hurt him. The first day of school is tough for Abraham, but he handles the students with a mix of toughness, compassion, and finesse. He is even propositioned by one student who offers to sell one of his girls to the new teacher for sex. You write, "For this first day, at least, Abraham was able to control the class. Some days it would not be possible." His diverse student body is a mix of African American, Vietnamese, and white teenagers. Abraham asks each of his students to write small essays about themselves. You include those short vignettes to inform the reader about each person's background. As time goes on, Abraham grows disenchanted with his job and seeks mental health help at Northlake Hospital. He tells the intake clerk, "I became depressed at work. I lost all sense of motivation and will to continue." With Abraham in the hospital, you take the opportunity to delve into his past. You discuss his college days, the importance of his education, and his attraction to the spiritual side of life. Eventually, Abraham returns to school and finds himself disappointed when some of his students make poor choices in life. When Trinh - a brilliant Vietnamese student - decides to move to California with her boyfriend, Abraham is more upset than he thinks he should be. In the end, Abraham continues to battle with his depression, finds solace in music, and moves on to a new position when his job at McDonough High School comes to an end. Your manuscript may be of interest to readers who enjoy stories about unconventional teachers whose spirituality trumps depression and social ills.

Raymond Callahan's lively study exposes the alarming lengths to which school administrators went, particularly in the

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period from 1910 to 1930, in sacrificing educational goals to the demands of business procedures. He suggests that even today the question still asked is: "How can we operate our schools?" Society has not yet learned to ask: "How can we provide an excellent education for our children?"

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